U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Ms. Sue Torr

Official School Name: Mt. Washington Elementary School

School Mailing Address: 1801 Sulgrave Avenue
Baltimore, MD 21209-4515

County: Baltimore City State School Code Number: 0221

Telephone: (410) 396-6354 E-mail: storr@bcps.k12.md.us

Fax: (410) 396-0147 Web URL: https://www.baltimorecityschools.org/221

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Andres Alonso Ed.D. Superintendent e-mail: AAlonso@bcps.k12.md.us

District Name: Baltimore City District Phone: (410) 396-8803

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Neil Duke

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11MD2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11MD2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 100 Elementary schools
   (per district designation) 0 Middle/Junior high schools
   0 High schools
   0 K-12 schools
   100 Total schools in district
2. District per-pupil expenditure: 8382

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	10	12	22		6	0	0	0
K	24	23	47		7	0	0	0
1	36	24	60		8	0	0	0
2	37	22	59		9	0	0	0
3	23	31	54		10	0	0	0
4	26	32	58		11	0	0	0
5	15	37	52		12	0	0	0
					Total in Applying School:			352

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
2 %	Asian
60 %	Black or African American
3 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
31 %	White
3 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 10%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	18
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	32
(4)	Total number of students in the school as of October 1, 2009	325
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 45%

   Total number of students who qualify: 146

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

    Total number of students served: 33

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	9	Specific Learning Disability
1	Emotional Disturbance	14	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	14	0
Special resource teachers/specialists	7	0
Paraprofessionals	3	0
Support staff	2	3
Total number	28	3

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	92%	94%	94%	93%	95%
Teacher turnover rate	8%	13%	0%	10%	10%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other	0%
Total	**0**%

PART III - SUMMARY

11MD2

Mount Washington Elementary School (MWES) is located in the northern section of Baltimore city in a community noted for its politically and culturally active members as well as rich culture and history dating back to before the Civil War. The rich history of MWES began in 1867 when Perley Lovejoy persuaded the community that there was a need for a public school. Since then, the school has been housed in several different buildings. Baltimore City annexed Mount Washington in 1918 and renamed the building School No. 221. The school was so popular that it became quite overcrowded in 1950 and, even with the use of an annex building, there was not enough room. In 1961, the present school building was completed and the old building was torn down.

The mission statement ," The Mount Washington School prepares children to succeed in the local and global community by challenging all students to strive for academic excellence, to contribute to the development of strong, positive communities, and to become caring, responsible citizens" is reflected in all we do.

Currently, the school houses 352 students ranging in age from pre-kindergarten to fifth grade. MWES has a culturally diverse student population: 60% African American, 31% Caucasian, 1% American Indian, 3% Hispanic and 2% Asian. Of these students approximately 45% receive free or reduced-price lunch. 9% of students receive special education services.

MWES is a unique urban school due to its extraordinary amount of community involvement and support. This ever present support has sustained a prominent Parent Teacher Organization as well as an active School Improvement Team. These two organizations sponsor several events throughout the year that attract involvement from all of the parents and families. The school also has a Family and Community Engagement committee that oversees the volunteer program and sponsors a Volunteer Appreciation Tea every year. Parents sponsor several programs that are used to enrich the students' education during the school day. For example, Picture Parent is a program where parents plan and present a monthly lesson on a particular artist, including an opportunity for students to use the artist's style in a creation of their own. The involvement of the community is an asset to the school and has largely contributed to its success.

MWES not only attends to the academic aspect of growing minds, but the importance of a healthy lifestyle. Throughout the school year, students are introduced to various healthy foods to encourage a healthy diet. Students plant and grow vegetables in the school garden, research the nutritional value of the foods and then use them in healthy recipes. The Whole Foods Market assists in our efforts by donating their time and supplies. MWES is also focused on environmental friendliness. The school was named a Maryland Green School in May 2010. Students recycle and are learning how to conserve energy. All of these programs teach our students the value of making decisions that support a healthy ways of life.

School Climate Surveys indicate that parents, students and staff perceive the school as a safe learning environment providing a strong academic program and having respectful interactions between students and teachers. The school has met Annual Yearly Progress (AYP) every year with students performing at or above proficient on state assessments. The attendance rates of 96%exceeds the standard set by the state. The mobility rate is relatively low for a large city school. In grades three to five students performed above the Annual Measurable Objective (AMO) in both reading and math on the state mandated test, Maryland School Assessment (MSA).

Differentiated strategies are implemented to provide opportunities for every student to meet success in all academic areas. Pull out programs for students performing at advance on MSA and district Benchmarks are offered in reading and math. One of MWES' most notable programs is the math program provided by the Center for Talented Youth through Johns Hopkins University. This program is a self-paced, distance

learning math course that allows students with exceptional math skills to accelerate through grade level and above grade level math skills and concepts at their own pace. Push in programs and tutoring programs for students with disabilities or at risk are offered daily in reading and math. With these programs in place, teachers plan for and provide small group instruction targeting student's strengths and areas of need.

With dedicated administrators and teachers, significant community support and involvement, and a strong focus on achievement as well as the whole child, Mount Washington Elementary School will continue to provide a rigorous, exciting academic program for students worthy of Blue Ribbon status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Mount Washington Elementary School (MWES) is a Baltimore City Public School in the state of Maryland. Each year in March, MWES participates in the Maryland School Assessment (MSA) which measures student knowledge of the Maryland State Curriculum in reading and mathematics in grades three through five and science in grade five. Students may earn Basic, Proficient and Advanced, with a score of Proficient or Advanced demonstrating that the state standards or Annual Measurable Objectives (AMO) have been met. To meet Adequate Yearly Progress (AYP), schools must show they met the AMO in reading and math, 100% participation in the MSA and 95.4% student attendance.

MWES students in grades 3, 4, and 5 consistently score well above the state standards on the MSA·

- 85.1% of all students scored proficient or advanced in reading in 2006 and 91.1% of all students scored proficient or advanced in reading in 2010, a 6 percentage point gain.

- In fifth grade, 100% of students scored proficient or advanced in reading three years in a row: 2008, 2009 and 2010.

- In 2006 85.4% of third graders and 85.4% of fourth graders scored proficient or advance in reading and in 2010 88.7% third graders and 85.5% of fourth graders scored proficient or advanced in reading, maintaining student achievement well above the annual measurable objectives.

- 89.9% of all students scored proficient or advance in math in 2006 and 90.5% of all students scored proficient or advanced in math in 2010, maintaining significant performance over a five year period.

- In grade three, 85% of students scored proficient or advance in math in 2006 and 90.6% of students scored proficient or advance in math in 2010, a 5.6 percentage point gain.

In addition, the percentage of students who scored *advanced in* reading has also increased.

- In 2006, 9.4% of third graders scored advanced and in 2010, 24.5% of third graders scored advanced, a 15.1 percentage point gain.

- In 2010, 75% of fifth graders earned advanced in reading.

It is noted that grade four experienced a decrease in both reading and math. In 2009 fourth graders scored 94.5% proficient or advanced in reading and in 2010 fourth graders scored 85.5% proficient or advance in reading, a 9 percentage point decrease. In 2009 fourth graders scored scored 96.3% in proficient or advanced in math and in 2010 fourth graders scored 89% proficient or advanced in math, a 7.3 percentage point decrease. The decrease in 4th grade student performance in reading and math between 2009 and 2010 is directly related to both of the 4th grade teachers taking extended family medical leave during the months prior to the administration of MSA. Our teachers have been working to strengthen the performance of this student cohort to ensure the achievement on MSA reaches the high level MWES has grown to expect.

Students in subgroups have also made significant gains in reading and math.

- In 2006, 75% of all special education students scored proficient or advanced in reading and in 2010 all special education students scored 100% proficient or advanced in reading, a 25 percentage point gain.

- In 2008, 69.2% of special education students in grade three scored proficient or advanced in math and in 2010, 100% of special education students in grade three scored proficient or advanced in math, a 30.8 percentage point gain.

- In 2010, 84.6% grade four special education students in scored advanced in math and 81.8% grade five special education students scored advanced in math.

- Between 2006 and 2010 the FARMS subgroup showed a 13.5 percentage point gain in grade three reading proficient or advanced and a 23.1 percentage point gain in grade five reading proficient or advanced.

- In 2006, 86.2% of fifth grade African-American students scored proficient or advanced in reading, and in 2010, 100% fifth grade African American students scored proficient or advanced in reading, a 13.8 percentage point gain.

- In 2006, 72.2% of the 3rd grade FARMS students scored proficient or advanced in math and in 2010, 91.3% scored proficient or advance in math, a 19.1 percentage point gain.

- In 2010, students in subgroups scored within 10 percentage points of all students.

The teaching staff at MWES is committed to increasing student achievement and is working diligently toward our goal of 100% proficiency for all students in every subgroup. The collaboration between home and school, targeted instructional practices, and coordinated teacher support helped students make the growth experienced over the past five years. MWES will continue implementing instructional practices that meet individual student needs and increase student achievement.

The website URL where information about our state assessment results may be found is www.mdreportcard.org.

2. Using Assessment Results:

The teachers and administrators at Mount Washington Elementary School (MWES) use assessment data to analyze and improve student and school performance throughout the school year. They use the results of the reading and math Maryland School Assessment (MSA), quarterly benchmarks and unit or classroom tests to improve their teaching and the student's learning.

At the opening of each school year the teachers and administrators review the result of MSA. Teachers and administrators review MSA results of the students they taught the year before and the MSA results of the students they will teach in the current year. Using the student results each teacher identifies a class target area and generates their own goals, specific to the targeted area, and work to meet that goal. These goals are reviewed at the end of each year and teachers are motivated to see if they successfully met them. Reading and math benchmarks are administered at the beginning of each year. This benchmark covers material taught in the previous year and serves as a pre-assessment of skills to review and identify the skills students have mastered and not mastered. Teachers provide intervention, remediation and acceleration based on the specific needs of each student.

Throughout the year each grade level team participates in collaborative planning sessions. Results of all assessments are analyzed during these sessions and the teachers determine if instructional decisions made previously impacted student's performance. If the results indicate that the instructional plan made a difference then teachers continue or refine those strategies. If the results indicate the instructional plan did

not positively affect the performance then teachers re-evaluate their approach and, if appropriate, create a new plan to address the needs.

At the close of each school year teachers participate in articulation meetings. During these meetings sending and receiving teachers meet to discuss student performance. Teachers use the results of assessments to recommend student grouping and class placement for the upcoming year. This routine helps receiving teachers to better start the next year with a clear understanding of the academic strengths and needs of the class.

MWES uses assessment results regularly when making decisions to improve teaching and learning. The analysis of the results provides information that teachers use to modify their daily instruction. Teachers and administrators work together to ensure lesson planning and preparation, daily instruction and content covered is targeted to student need and, as a result, increases in student performance are evident.

3. Communicating Assessment Results:

Mount Washington Elementary School (MWES) believes that sharing data empowers all students and teachers to succeed. The school realizes the necessity of communicating results of assessments with members of all stakeholder groups.

The Principal and teachers at MWES review the MSA results to identify students' strengths and weaknesses in reading and math in all grades. The principal shares the data and the analysis at various parent meetings including the "Back to School Night" and Budget Advisory Team Meetings. This data is also included periodically in written communication to parents such as the annual welcome back letter, the monthly bulletin and on the website. Weekly, teachers send home information regarding individual student progress based on class work, tests and projects. The principal ensures all academic policies as well as procedures and routines related to communication about assessment results are clearly outlined in the Parent Handbook. Morning announcements are used to inform students of their successes.

MWES teachers participate in grade level collaborative planning bi-weekly for 90 minutes. Much of that time is spent discussing assessment results and brainstorming ideas to help children master the concepts needed for success. Teachers discuss how to pre-teach, re-teach, and differentiate lessons based on assessment data and student needs. Teachers conduct conferences with students to discuss the strengths and weaknesses of their own work. Portfolios and work folders are shared, scored, and discussed. Students are given the opportunity to share their work folders with parents, staff and the community. Students are recognized for their achievement every semester by earning awards in several different categories. The names of these students are published in the monthly school bulletin. Teacher/ Parent conference are conducted four times a year to provide opportunities for parent and teachers to discuss the progress of the students. Communication also takes place via email, notes and weekly communication logs. Classroom teachers develop and send home bulletins that include information about student progress and academic activities. After reading and math benchmarks are administered communication is sent home to parents explaining their child's results. Parents of student's participating in special reading and math programs receive frequent updates regarding their children's work.

MWES believes in student success. Effective communication of assessment results help parents, teachers and students understand expectations for the students' and school's academic performance.

4. Sharing Lessons Learned:

The teachers at MWES willingly share best practices with other teachers and administrators within the school, the district and the state.

The teachers serve as mentors for student teachers from Loyola College. These teachers provide support to the upcoming educators in lesson plan writing, instruction, student achievement, classroom

management and parent communication. The school partners with the Teacher Urban Center. These student teachers visit and observe lessons at MWES noting effective instructional methods and strategies as well as conducting research related to assessments.

Teachers serve on curriculum writing committees, facilitate system wide professional development and lead school wide workshops. They share their expertise on content, effective planning and instructional strategies. The principal serves as an adjunct faculty member for Johns Hopkins University School of Education, teaching candidates for school administration along with participation on a district wide literacy advisory panel which plans and provides professional development for other administrators. The principal is also a member of The Maryland Association of Supervisors and Administrators.

Mount Washington partners with the National Aquarium of Baltimore's educational program, Aqua Partners, to provide 4th and 5th grade students with a hands-on approach to environmental science and the importance of the Chesapeake Bay. Science teachers attend district sponsored workshops to exchange knowledge of instructional methods, obtain resources, and share ideas. All participants create lesson plans for the science program to share with their colleagues. The librarian, a member of the American Library Association and the American Association of School Librarians for over 10 years and has been a member of the Maryland Association of School Librarians for 5 years. After serving on the Maryland Blue Crab Book Award Committee for the last 2 years, she was accepted into the Maryland Black-Eyed Susan Picture Book Award Committee and began her 6-year service on this committee in June 2010.

Administrators and teachers at MWES understand the importance of professional growth and its impact on student's achievement. They actively seek opportunities for professional growth and are always willing to share lessons learned with others educators.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The highly qualified staff at Mount Washington Elementary School (MWES) uses differentiated instruction and collaborative planning across all grade levels to provide a rigorous learning environment for the students. The School Improvement Plan is based on the Maryland State Curriculum and includes the following curricular areas: language arts, math, science, social studies, music, art, library, and physical education. The plan was developed by the School Improvement Team, is monitored monthly to ensure high student achievement and is the guiding document for all instructional initiatives and academic activities.

MWES uses a balanced literacy approach which utilizes the five foundations of reading as the language arts curriculum. Students use an anthology and various novels and non-fiction text to learn phonemic awareness, phonics, vocabulary, fluency, and comprehension. Reading units are theme based which allow students to make connections across multiple texts and content as well as be exposed to different genres in literature. Student achievement is monitored bi-weekly at collaborative planning meetings where teachers discuss techniques and ideas to differentiate instruction using remediation and enrichment.

The mathematics and science curriculum at MWES both involve student discovery and investigation. Students use various manipulatives to learn mathematical concepts that are presented in class. This allows students to move from concrete to abstract ideas more easily. Students use this investigation method to learn algebra, patterns and functions, geometry, measurement, statistics, probability, and number relationships and computation. In science, students apply the same discovery method to investigate scientific concepts such as biology, earth and space science, physics and chemistry concepts, and environmental science. The teachers reinforce these concepts through vocabulary and scientific text. Students visit the science lab to participate in experiments intended to teach the scientific method. Students also apply their knowledge of the scientific method by participating in the science fair.

For social studies, MWES focuses on providing a hands-on learning environment using both secondary and primary sources. Teachers also use periodicals to teach about current events in the world. Students learn economics, geography, people and cultures around the nation and world, history, and social studies skills and processes using whole class and independent research. Students and teachers attend field trips throughout the year, taking advantage of the museums and historical places around the Baltimore and Washington, D.C. area.

The MWES visual and performing arts program is an integral part of each student's academic growth. All students participate in one weekly 45 minute class in music and art. The art classes focus on classic and contemporary artist's works, art movements throughout history, and the development of fine motor skills. Students use a variety of mediums to show their understanding of line, shape, texture, and color. Student's work is displayed not only throughout our building but also in other places around the city including the Maryland State Department of Education. Every student also participates in an annual school art fair.

The music instructor is trained in and implements the Kodaly method for general music classes. The Kodaly method is a comprehensive program to train basic musical skills and teach the reading and writing of music. It uses an integration of the best ideas, techniques, and approaches to music education and is an experience-based approach to learning. At MWES, every student participates in a choral concert twice a year. Additionally, the fourth and fifth grade honor's chorus meets twice a week and helps students refine and improve techniques learned in general music class. The school-wide instrumental program is offered to students in grades one through five. Students receive instruction on their instrument on a weekly basis and perform for the entire school twice a year. Students also participate in a city wide strings festival each year.

The physical education and health program is an integral part of helping create well-rounded learners at MWES. Each student participates in one 45 minute physical education class where the curriculum aligns with both national and state standards. Students participate in national programs such as Get Fit for Kids and NFL Play 60. Each spring, students participate in a Walk-A-Thon and Field Day that emphasizes the importance of staying active and healthy. Throughout the year, there are school events that encourage physical activity and good sportsmanship as a family unit. Families participate in events such as the father/son and father/daughter basketball game, the mother/daughter volleyball match, flag football night, and game night. MWES has several team sports including a co-ed basketball team, a cheerleading squad, and a step team. MWES is the home of the 2010 Baltimore City Elementary School Basketball Champions.

2. Reading/English:

The goal of the reading program at Mount Washington Elementary School (MWES) is to expose students to a variety of literature while utilizing the five foundations of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students participate in the comprehensive reading and writing program, Open Court. The program is designed to teach decoding, comprehension, inquiry and investigation, and writing in a logical sequence. The first part of the each unit in the program focuses on phonemic awareness, sounds and letters, phonics, fluency, and word study. The second part of each unit in the program focuses on reading for understanding, comprehension, inquiry, and word knowledge. The third part in each unit in the program focuses on communication skills such as spelling and vocabulary, writing process strategies, and English language conventions such as grammar, speaking, and penmanship.

In addition to the Open Court program, teachers also teach from various novels through literature circles and book groups. This is a learner-centered approach that focuses on students' responses to the literature they read. Students are actively engaged in reading by making choices, discussing, and constructing meaning of text. This strategy engages students in higher-level thinking and reflection by encouraging collaboration with other readers. Books of different reading levels are chosen by the teacher to accommodate all readers' needs. Students take on a variety of roles during the novel process. They can facilitate their own discussions and make their own choices about activities and projects. Students then have an opportunity to create a learning portfolio. They present this portfolio to peers, parents, and other staff. The librarian at MWES collaborates with teachers to help integrate research and technology skills into the literacy program with various projects and activities. Students also participate in various independent reading activities throughout the year including: The Black-Eyed Susan Reading Challenge, Read Across America, and a school wide student fundraiser called Reading Makes Cents.

Teachers convene bi-weekly for grade level collaborative planning to discuss weekly assessments and quarterly benchmark assessments to determine how they will differentiate instruction and provide remediation or enrichment when appropriate. Teachers meet with small groups during classroom instruction to provide intervention activities to students that need extra practice or need to refine skills. Qualifying students also attend afterschool tutoring to receive extra help with skills they need to improve.

3. Mathematics:

Mount Washington Elementary School's (MWES) instructional math program follows the Baltimore City Mathematics Curriculum. This program aligns with concepts and skills of the grade level Maryland State Curriculum. Number concepts and relationships, measurement and geometry, statistics and probability, and algebra are taught at all grade levels each year with increasing complexity. The suggested textbook (Scott Foresman), pacing, and manipulatives provide teachers with the proper tools to grant effective instruction for students to demonstrate proficient or advanced levels on the math MSA. All teachers use these tools when discussing best practices and developing daily lessons during collaborative planning sessions.

MWES provides unique scheduling to afford all students the opportunity for small group instruction. Purposeful grouping is organized for all students in every class. Groups of students are pulled out of the classroom setting for science, math, and reading instruction. This allows teachers to provide instruction based on student strengths and areas of need, particular to those groups remaining in the classroom.

Mount Washington's curriculum is also supplemented with John Hopkins University, Centered for Talented Youth (CTY) math online distant learning program. This program is a self-paced math program for gifted students. In addition, MWES provides an advanced academics math program for students performing above grade level. These students are pulled from the regular education classroom twice a week for a 90 minute period to participate in math enrichment.

Teachers integrate other content areas within their daily math lessons. Science concepts and skills related to experiments align with the math content. One example is data collection from science experiments and using that data to create tables and graphs in math class. Language arts skills are also integrated to ensure students effectively explain their mathematical reasoning when writing, as well as using proper vocabulary and terminology to communicate math concepts accurately.

Technology is also used in the math program to make learning engaging and meaningful. MWES teachers have Promethean Boards, laptops, internet access, and projectors. This allows the teachers to use online resources effectively in the classroom to enrich math concepts that are taught. Online resources include ActivInspire, Brain Pop, and the National Library of Virtual Manipulatives (NLVM).

MWES students are successful in the math program based on effective collaborative planning of teachers, small group instruction and the integration of technology, science and language arts. With this collaborative effort, students performing above, on and below grade level will continue to increase their achievement in math MSA.

4. Additional Curriculum Area:

Technology is an integral part of teaching and learning at Mount Washington Elementary School (MWES). The school is equipped with a technology lab. In addition, students in each classroom have access to computers on a daily basis and the library has computer stations available for student research. There are Interactive Whiteboards and projectors in multiple classrooms. The Whiteboards offer teachers opportunity to model skills and help students to be more actively engaged and involved learners. All teachers have laptop computers issued by the school district. The laptops allow teachers to access and analyze assessment data, research best practices and techniques to enhance and improve teaching skills, and provide visuals for students by allowing the teacher to create more high-tech lessons.

Throughout the school year, students complete a variety of technology based projects allowing them to be intellectually challenged while providing them with real world experiences. Students acquire and refine their analysis and problem-solving skills as they work individually and with partners to research, process, and synthesize information. Students learn how to surf the internet safely and determine credible sources of information by using webquests, child friendly search engines, and databases. The upper-grade classrooms use a technology called ActivInspire. With ActivInspire, students use handheld devices to answer selected response questions. The students and teachers immediately check responses allowing students to learn from their mistakes in a risk-free and engaging environment. Teachers also use Discovery Education to motivate students with a variety of resources that span the entire curriculum. Students can watch real archeologists dig for artifacts, count by fives with their favorite cartoon friend, or watch a volcano erupt. The possibilities are endless.

Teachers use technology to help address the diverse learning styles of our students and access student understanding through multiple means of learning. Students participate in a math web based learning program through John Hopkins University called Center for Talented Youth (CTY). In the CTY program, advanced students are able to learn skills at a faster pace by participating in a mathematics program that is rigorous and tailored to each individual student.

MWES has a school website where families locate current information and communicate with each other about school related events and news. Teachers have their own websites where teachers can communicate important information to families.

5. Instructional Methods:

Teachers at Mount Washington Elementary School (MWES) differentiate instruction by implementing lesson plans that are carefully developed to educate all students. The overall objectives taught daily are based on Maryland's State Curriculum. Engaging activities combine ways to reach a variety of learning modalities and interests to help the student reach daily objectives.

Teachers use a variety of methods to differentiate instruction. Both student and teacher centered approaches are used. Teacher centered approaches include direct instruction with guided and independent practice used to scaffold student learning. The teachers demonstrate and model appropriate processes and concepts in math and reading. Student- centered instruction is provided as teachers facilitate the learning. In math and reading teachers use cooperative learning, discussion circles, discovery learning, learning centers, and role playing to organize lessons to be student focused.

In all lessons, leveled questions are used to foster critical thinking skills to challenge and motivate the students. Both informal and formal assessments are used and the results are considered critical to gain information about student progress. The assessments are analyzed to determine necessary instructional modifications in daily lessons, to identify skills for re-teaching and enrichment activities that provide all students opportunities to strengthen their math skills.

The special education program is 100% inclusion at MWES. The special and general educators co-plan and co-teach to meet the needs of students with disabilities. Accommodations and modifications noted on IEPs are addressed in all subjects and in all lessons. Support staff, such as one to one assistants, work in the classrooms to provide the necessary support services to help students with disabilities meet their goals.

The advanced academics program at MWES provides students scoring advanced on reading and math MSA an engaging and challenging class. These students are pulled from the regular education classroom for reading and/or math. The advanced reading program uses thematic units to determine fiction and non-fiction above grade level text, while the math program implement economic and the stock market game. MWES's math curriculum is also supplemented with John Hopkins University, Centered for Talented Youth Math Online Program. This distance learning program is a self-paced accelerated program for gifted students.

Forty-five percent of MWES's students qualify for free and reduced meals (FARMS). Many of these students demonstrate at risk learning behaviors. MWES provides an after-school tutoring opportunity for these students in grades 1 to 5, with emphasis on skills taught throughout the week. Purposeful and intentional scheduling for pull-out groups includes CTY Math Online, advanced reading, and advanced math; provide smaller class sizes for teachers to address the academic needs of students. Teachers use a wide variety of instructional methods to engage and challenge students in reading and math.

6. Professional Development:

Teachers at Mount Washington Elementary School (MWES) participate in a variety of professional development opportunities focused on content aligned with the Maryland State Curriculum. Teachers read and discuss a variety of literature related to essential teaching techniques such as classroom management, setting high expectations, ensuring academic achievement, and structuring and delivering lessons. For example, all teachers and staff read Teach Like a Champion - 49 Techniques That Put Students on the Path to College, by Doug Lemov and identified at least two techniques to practice. Administrators provide feedback based on formal and informal classroom observations regarding the implementation of those techniques identified by the teachers. Throughout the school year, MWES teachers attended school

wide professional development focusing on the special education population at the school. This professional development was successful as evidenced by the increased achievement of the special education subgroup on reading and math MSA. Biweekly, grade level teachers plan collaboratively for 90 minutes to discuss strategies for improving student achievement and analyze assessment data. At these meetings, teachers share ideas about how to increase student comprehension of text, improve critical thinking skills, and increase student knowledge in all subject areas.

Teachers also participate in professional development sponsored by Baltimore City Schools and other neighboring institutions. MWES is one of six schools involved in AquaPartners, a partnership with the National Aquarium located in Baltimore. Fourth and fifth grade teachers attend a week long workshop at the National Aquarium with biology and environmental experts receiving hands-on instruction about animal habitats and the conservation of the Chesapeake Bay. In turn, the aquarium visits fourth and fifth grade classrooms twice a year helping teachers engage students in scientific experiments and investigation. The program culminates with a field trip to the Fort McHenry Wetland Conservation Project and Sandy Point State Park located on the Chesapeake Bay. Teachers attend classes and workshops at Towson University, John Hopkins University, and the Science Center of Baltimore. Teachers participate in a week long program, sponsored by the National Security Administration and participate in the Living History Program with numerous museums around Baltimore City.

Attending workshops, collaboratively planning and working with colleagues outside of our school provide teachers valuable experiences learning strategies and techniques to integrate new teaching materials into their lessons and effective instructional strategies to maintain student engagement in all subjects.

7. School Leadership:

The leadership structure of the Mount Washington Elementary School (MWES) includes the principal, assistant principal, special education resource teacher and test coordinator. This leadership team ensures the school vision and mission are communicated with all members of stakeholder groups. In addition, they create opportunities of all members if the staff to share their expertise and skill with their peers.

The principal provides guidance regarding meeting the Annual Measurable Objective (AMO) for reading and math on the Maryland School Assessment (MSA). Bi-weekly collaborative planning sessions and monthly grade level data meetings with the administrators are scheduled and conducted to monitor student progress. Grade level achievement goals are determined and results of benchmark assessments and other student work are reviewed. Instructional modification are determined, implemented and adjusted as needed throughout the year. This team approach builds accountability while providing support to make necessary changes in lesson implementation. With special emphasis for strategies on co-teaching, members of the leadership team provide professional development focused on ensuring students with disabilities have access to the general education curriculum. The principal works with the School Improvement Team to develop the School Improvement Plan as well as monitor its implementation. The target areas in this plan include, increasing students achievement, parent involvement and the percent of positive perceptions noted on the climate surveys. The principal also works with a Budget Advisory Team. Membership on this team consists of five elected parents who gather community feedback to help identify budget priorities. The principal uses these priorities when creating the annual school budget.

The leadership team and teachers work hard to promote the school. Several vehicles of communication are used regularly to keep parents and members of the community informed. They include the weekly communication folder, monthly bulletin, school website, and grade level bulletin provide updates on the many activities and events at the school as well as achievements accomplished by the students and staff.

MWES values to importance of a positive and challenging learning environment. Collaboration is the key to our success. Providing opportunities for leadership from all stakeholder groups allows a strong community base to ensure all of our students achieve.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Maryland School Assessment

Edition/Publication Year: 2010 Publisher: Maryland State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	91	88	84	92	85
% Advanced	30	16	37	29	20
Number of students tested	53	5	57	52	53
Percent of total students tested	34	34	35	35	36
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	91	81	88	94	72
% Advanced	26	9	20	17	11
Number of students tested	23	21	25	18	18
2. African American Students					
% Proficient plus % Advanced	87	86	91	93	81
% Advanced	23	6	33	21	10
Number of students tested	39	36	42	43	41
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	0	0	91	0	0
% Advanced	0	0	27	0	0
Number of students tested	0	0	11	0	0
5. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
% Proficient plus % Advanced	100	92	69	0	100
% Advanced	59	46	46	0	60
Number of students tested	12	13	13	0	10

NOTES: Advanced is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students. Proficient is realistic and rigorous level of achievement indicating proficiency in meeting the needs of students. The subgroup membership for special education students was less than 10 in 2010, 2009, 2007 and 2006. The subgroup membership for white students was less than 10 in 2007.

11MD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Maryland School Assessment

Edition/Publication Year: 2010 Publisher: Maryland State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	89	92	95	92	85
% Advanced	25	30	27	27	9
Number of students tested	53	50	57	52	53
Percent of total students tested	34	34	35	35	36
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	91	86	96	100	78
% Advanced	9	29	12	6	6
Number of students tested	23	21	25	18	18
2. African American Students					
% Proficient plus % Advanced	85	89	95	91	76
% Advanced	10	19	19	21	3
Number of students tested	39	36	42	43	41
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	0	0	91	0	0
% Advanced	0	0	37	0	0
Number of students tested	0	0	11	0	0
5. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
% Proficient plus % Advanced	100	100	92	0	100
% Advanced	67	62	54	0	40
Number of students tested	12	13	13	0	10

NOTES: Advanced is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students. Proficient is realistic and rigorous level of achievement indicating proficiency in meeting the needs of students. The subgroup membership for white students was less than 10 in 2007. The subgroup membership for special education students was less than 10 in 2010, 2009, 2007 and 2006.

11MD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Maryland School Assessment

Edition/Publication Year: 2010 Publisher: Maryland State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	89	96	100	93	92
% Advanced	35	44	45	35	28
Number of students tested	55	54	49	48	55
Percent of total students tested	35	36	30	32	37
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	88	97	100	91	86
% Advanced	33	23	31	23	24
Number of students tested	24	30	19	21	21
2. African American Students					
% Proficient plus % Advanced	88	97	100	92	93
% Advanced	20	33	40	24	24
Number of students tested	41	39	40	38	42
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	0	100	0	0	0
% Advanced	0	9	0	0	0
Number of students tested	0	11	0	0	0
5. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
% Proficient plus % Advanced	92	100	0	0	100
% Advanced	85	81	0	0	40
Number of students tested	13	11	0	0	10

NOTES: Advanced is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students. Proficient is realistic and rigorous level of achievement indicating proficiency in meeting the needs of students. The subgroup membership for special education students was less than 10 in 2010, 2008, 2007 and 2006. The subgroup membership for white students was less than 10 in 2008 and 2007.

11MD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Maryland School Assessment

Edition/Publication Year: 2010 Publisher: Maryland State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	86	94	100	91	85
% Advanced	20	43	43	21	24
Number of students tested	55	54	49	48	55
Percent of total students tested	35	36	30	32	31
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	71	93	100	91	71
% Advanced	13	40	32	14	10
Number of students tested	24	30	19	21	21
2. African American Students					
% Proficient plus % Advanced	81	95	100	90	81
% Advanced	7	33	35	13	16
Number of students tested	41	39	40	38	42
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	0	100	0	0	0
% Advanced	0	64	0	0	0
Number of students tested	0	11	0	0	0
5. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
% Proficient plus % Advanced	100	100	0	0	100
% Advanced	62	73	0	0	50
Number of students tested	13	11	0	0	10

NOTES: Advanced is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students. Proficient is realistic and rigorous level of achievement indicating proficiency in meeting the needs of students. The subgroup membership for white students was less than 10 in 2008 and 2007. The subgroup membership for special education students was less than 10 in 2006 and 2007.

11MD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Maryland School Assessment

Edition/Publication Year: 2010 Publisher: Maryland State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	92	100	91	92	93
% Advanced	36	27	15	12	30
Number of students tested	50	45	56	50	40
Percent of total students tested	32	30	34	33	27
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	88	100	85	88	85
% Advanced	8	15	0	4	18
Number of students tested	24	20	27	24	20
2. African American Students					
% Proficient plus % Advanced	91	100	90	90	93
% Advanced	22	17	4	10	17
Number of students tested	36	35	46	39	29
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
% Proficient plus % Advanced	100	0	0	0	100
% Advanced	81	0	0	0	70
Number of students tested	11	0	0	0	10

NOTES: Advanced is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students. Proficient is realistic and rigorous level of achievement indicating proficiency in meeting the needs of students. The subgroup membership for special education students was less than 10 in 2010, 2009, 2008, 2007 and 2006. The subgroup membership for white students was less than 10 in 2009, 2008 and 2007.

11MD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Maryland School Assessment

Edition/Publication Year: 2010 Publisher: Maryland State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	82	90
% Advanced	78	78	70	38	50
Number of students tested	50	45	56	50	40
Percent of total students tested	32	30	35	33	27
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	71	77
% Advanced	75	80	63	25	39
Number of students tested	24	20	27	24	13
2. African American Students					
% Proficient plus % Advanced	100	100	100	77	86
% Advanced	72	74	65	31	45
Number of students tested	36	35	46	39	29
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
% Proficient plus % Advanced	100	0	0	0	100
% Advanced	100	0	0	0	70
Number of students tested	11	0	0	0	10

NOTES: Advanced is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students. Proficient is realistic and rigorous level of achievement indicating proficiency in meeting the needs of students. In grade five, the special education subgroup was less than 10 students in each year. The subgroup membership for white students was less than 10 in 2009, 2008 and 2007.

11MD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	91	95	91	93	90
% Advanced	34	30	31	25	26
Number of students tested	158	149	162	150	148
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	89	93	90	91	81
% Advanced	23	17	16	14	15
Number of students tested	71	71	71	63	52
2. African American Students					
% Proficient plus % Advanced	89	95	93	92	88
% Advanced	22	19	25	18	17
Number of students tested	116	110	128	120	112
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	100	100	91	93	75
% Advanced	17	6	18	29	12
Number of students tested	18	16	22	14	16
5. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
% Proficient plus % Advanced	97	97	86	100	100
% Advanced	82	68	68	58	57
Number of students tested	33	31	25	24	30

NOTES: Advanced is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students. Proficient is realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

11MD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	91	95	98	89	85
% Advanced	40	49	46	43	26
Number of students tested	158	149	162	150	148
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	87	93	99	86	75
% Advanced	32	48	37	16	15
Number of students tested	71	71	71	63	52
2. African American Students					
% Proficient plus % Advanced	88	95	98	86	80
% Advanced	28	42	41	22	19
Number of students tested	116	110	128	120	112
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	100	100	96	79	75
% Advanced	33	44	40	21	14
Number of students tested	18	16	22	14	16
5. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
% Proficient plus % Advanced	100	100	97	100	100
% Advanced	79	78	79	75	63
Number of students tested	34	32	28	24	30

NOTES: Advanced is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students. Proficient is realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

11MD2